**Expressive Arts and Design (EAD)**

**Objective**

**22-36:** •Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’

•Beginning to make-believe by pretending.

* **30-50:** Uses various construction materials. (x)
* Uses available resources to create props to support role-play.
* Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
* **Activity**

Head shoulders knees and toes

Kitchen role play talking about breakfast and tea

Pictures of laminated food

Junk model table to create own props for breakfast.

**Personal, Social and Emotional Development (PSED)**

**Objective**

**22-36:** interested in others’ play and starting to join in.

•Shows affection and concern for people who are special to them.

**30-50:**

Is more outgoing towards unfamiliar people and more confident in new social situations. (iv)

* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (i

**Activity**

Small world role play Goat goes to playgroup.

Children to look photographs of people looking happy and sad in role play area. Can they recognise emotions. Can they draw pictures of those emotions.

**Mathematics (M)**

**Objective**

**22-36:** Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.

•Recites some number names in sequence.

* **30-50:** Sometimes matches numeral and quantity correctly. (vi)
* Shows curiosity about numbers by offering comments or asking questions. (vii)
* **Activity**

Fishing out facial features and adding them to a face

Make shape faces using shapes, magnets, playdough

Make faces using the stones, sticks, shells.

Hand prints and colour in nails, counting.

Numbers out with all tables so they can see

**Literacy (L)**

**Objective**

**22-36:** Has some favourite stories, rhymes, songs, poems or jingles.

Distinguishes between the different marks they make.

* **30-50:** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (v)

Shows interest in illustrations and print in books and print in the environment. (x)

Looks at books independently. (xii)

**Activity**

Listen to the story of Goat goes to Playgroup.

Draw a picture of mummy/daddy/caregiver who picks up.

Copies of book

Characters in books stick puppet stories small world school.

Reading are in tower

Reading buddies

**Communication and Language (CL)**

**Objective**

**22-36:** Listens with interest to the noises adults make when they read stories.

* **30-50:** Listens to stories with increasing attention and recall. (viii)
* Listens to others one to one or in small groups, when conversation interests them. (i

**Activity**

Playing within the small world school

Listening to the story and retelling/ recalling story.

Pictures of goat goes to playgroup beginning, middle and end.

Drawing the pictures of family, explaining what they do before/after school

**Physical Development (PD)**

**Objective**

**22-36:** • Imitates drawing simple shapes such as circles and lines.

**30-50:**Understands that equipment and tools have to be used safely.

* Holds pencil near point between first two fingers and thumb and uses it with good control. (x)
* Can copy some letters, e.g. letters from their name. (xi)

Activity

Finger gym using tweezers, pasta faces

Cutting within junk modelling

Drawing faces

Gross motor skills, rolling a ball to friend recognising similarities and names.

Kicking a large ball to friend

Parachute time.

**Independent Activities**

Paint in ziplock bags mark making

Number stones.

Number investigation table number 1

**Outdoor activities**

Recognition and matching of letters in sand.

Fishing out letters and numbers with tweezers

Number cushions

**Understanding the World (UW)**

**Objective**

**22-36:** Seeks to acquire basic skills in turning on and operating some ICT equipment.

* **30-50:** Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. (i)

Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (ii)

**Activity**

Beebots and school background

Ipads and matching game and beebot game

Interactive board, drawing a face.

Small world goat goes to school.